

- *Required Improvement.* The final data table shows all calculations for Required Improvement:
 - Met Min Size - Met Minimum Size shows “yes” or “no.”
 - RI - This shows the amount of change needed for Required Improvement to be met.
 - Met RI? - If Required Improvement is calculated, this shows “yes” or “no” depending on the comparison of actual change to the change needed (RI).
 - *Blank* - If Required Improvement is not applicable, the columns are blank.
 - *Footnotes.* A footnote appears if the Required Improvement floor is not met thus preventing the use of Required Improvement to change a rating from *Academically Acceptable* to *Recognized*.
- *Exceptions.* The final data table shows all calculations for the Exceptions Provision:
 - Number Needed - This shows the number of assessment measures below the *Academically Acceptable* standard that did not meet Required Improvement.
 - Floor(s) Met? - This shows “yes” or “no” depending on whether or not the performance floor was met for all the assessment measures needing exception. If any don’t meet the floor, “no” appears.
 - Measure(s) Used in 2005? – The same exception cannot be used in consecutive years. This shows “yes” or “no” depending on whether or not any of the exceptions needed in 2006 were used in 2005.
 - Exceptions Applied - This shows the subject and group for which an exception is used. Up to three may be listed.
 - *Blank* - If the Exceptions Provision is not applicable, only the *Number Measures Evaluated* and *Number Allowed* columns show a number, other areas are blank.

Masked Data

As in the past, performance on the data tables posted to the agency’s public website is masked when there are fewer than five students in the denominator of the measure. Additionally, all performance at or near 0% or 100% is also masked. It is necessary to mask data that potentially reveals the performance of every student in order to be in compliance with the federal *Family Educational Rights and Privacy Act* (FERPA).

SYSTEM SUMMARY

The following two tables summarize the 2006 system. *Table 6* provides an overview of the requirements for each rating level. A district or campus must meet the criteria for every applicable measure to be rated *Exemplary*, *Recognized*, or *Academically Acceptable*; otherwise the next lower rating is assigned.

The Exceptions Provision can elevate to a rating of *Academically Acceptable* but no higher.

Districts must meet two additional provisions at the *Recognized* and *Exemplary* rating levels: checks for *Academically Unacceptable* campuses and excessive underreported students.

Table 7 is a single-page overview that provides details of the 2006 system, with the base indicators listed as columns. For each of the indicators, users can see brief definitions, the rounding methodology, the accountability subset methodology, the standards, minimum size criteria, subjects and student groups used, application of Required Improvement, and the Exceptions Provision.

Table 6: Requirements for Each Rating Category

	Academically Acceptable	Recognized	Exemplary
Base Indicators			
TAKS (2005-06) • All students <i>and each student group meeting minimum size:</i> • African American • Hispanic • White • Econ. Disadv.	meets each standard: • Reading/ELA ... 60% • Writing 60% • Social Studies... 60% • Mathematics 40% • Science 35% OR meets Required Improvement	meets 70% standard for each subject OR meets 65% floor and Required Improvement	meets 90% standard for each subject
SDAA II (2006) All students (if meets minimum size criteria)	meets 50% standard (<i>Met ARD Expectations</i>) OR meets Required Improvement	meets 70% standard (<i>Met ARD Expectations</i>) OR meets 65% floor and Required Improvement	meets 90% standard (<i>Met ARD Expectations</i>)
Completion Rate I (class of 2005) • All students <i>and each student group meeting minimum size:</i> • African American • Hispanic • White • Econ. Disadv.	meets 75.0% standard OR meets Required Improvement	meets 85.0% standard OR meets 80.0% floor and Required Improvement	meets 95.0% standard
Annual Dropout Rate (2004-05) • All students <i>and each student group meeting minimum size:</i> • African American • Hispanic • White • Econ. Disadv.	meets 1.0% standard OR meets Required Improvement	meets 0.7% standard OR meets 0.9% floor and Required Improvement	meets 0.2% standard
Additional Provisions			
Exceptions	Applied if district/campus would be <i>Academically Unacceptable</i> due to not meeting the <i>Academically Acceptable</i> criteria on up to 3 test measures. (See <i>detailed explanation.</i>)	Exceptions cannot be used to move to a rating of <i>Recognized</i> .	Exceptions cannot be used to move to a rating of <i>Exemplary</i> .
Check for Academically Unacceptable Campuses (District only)	Does not apply to <i>Academically Acceptable</i> districts.	A district with a campus rated <i>Academically Unacceptable</i> cannot be rated <i>Recognized</i> .	A district with a campus rated <i>Academically Unacceptable</i> cannot be rated <i>Exemplary</i> .
Underreported Students (District only)	Does not apply to <i>Academically Acceptable</i> districts.	A district that underreports more than 100 students or more than 2.0% of its prior year students cannot be rated <i>Recognized</i> .	A district that underreports more than 100 students or more than 2.0% of its prior year students cannot be rated <i>Exemplary</i> .

Table 7: Overview of 2006 System Components

	TAKS	SDAA II	Completion Rate I	Dropout Rate
Definition	TAKS results (gr. 3-11) summed across grades by subject. ELA & reading results are combined. Cumulative results used for first 2 admins of gr. 3 reading, gr. 5 reading & math. Student pass. std. is panel recommendation for all grades, subjects.	A single (gr. 3-10) indicator calculated as the number of tests meeting ARD expectations (summed across grades & subjects) divided by the number of SDAA II tests.	Graduates and continuers expressed as a % of total students in the class. Campuses serving any of gr. 9-12 w/out a completion rate are assigned the district completion rate.	Gr. 7 and 8 official dropouts as a percent of total gr. 7 and 8 students who were in attendance at any time during the school year.
Rounding	Whole Numbers	Whole Numbers	One Decimal	
Standards Exemplary Recognized Acceptable	Ex.: All Subjects ≥ 90% Re.: All Subjects ≥ 70% Acc.: Read/ELA/W/SS ≥ 60% Mathematics ≥ 40% Science ≥ 35%	Ex.: ≥ 90% Re.: ≥ 70% Acc.: ≥ 50%	Ex.: ≥ 95.0% Re.: ≥ 85.0% Acc.: ≥ 75.0%	Ex.: ≤ 0.2% Re.: ≤ 0.7% Acc.: ≤ 1.0%
Mobility Adjustment (Accountability Subset)	<u>District ratings</u> : results for students enrolled in the district in the fall and tested in the same district. <u>Campus ratings</u> : results for students enrolled in the campus in the fall and tested in the same campus. <u>KRI</u> : results removed for evacuees of Katrina and Rita.		None	
Subjects	Reading/ELA gr. 3-11 Writing gr. 4, 7 Mathematics gr. 3-11 Social Studies gr. 8, 10, 11 Science gr. 5, 10, 11	Reading/ELA Writing Mathematics n/a n/a	n/a	
Student Groups	<u>All & Student Grps</u> : African American Hispanic White Econ. Disadv.	<u>All Students Only</u>	<u>All & Student Grps</u> : African American Hispanic White Econ. Disadv.	
Minimum Size Criteria				
All	No minimum size requirement—special analysis for small numbers	≥ 30 tests	≥ 5 dropouts AND ≥ 10 students	
Groups	30/10%/50	n/a	≥ 5 dropouts AND 30/10%/50	
Required Improvement (RI)				
Actual Chg	2006 minus 2005 performance (@ 2006 passing std)	2006 minus 2005 performance	Class of 2005 rate minus Class of 2004 rate	2004-05 rate minus 2003-04 rate
RI	Gain needed to reach standard in 2 yrs.		Gain needed to reach standard in 2 yrs.	Decline needed to reach std. in 2 yrs.
Use	Gate up to <i>Acceptable</i> and <i>Recognized</i>		Gate up to <i>Acceptable</i> and <i>Recognized</i>	
Floor (Recognized)	≥ 65%		≥ 80.0%	≤ 0.9%
Minimum Size	Meets minimum size in current year and has ≥ 10 students tested in prior year.	Meets minimum size in current year and has ≥ 10 tests in prior year.	Meets minimum size in current year and has ≥ 10 students in completion class the prior year.	Meets minimum size in current year & has ≥ 10 7 th -8 th grade students the prior yr.
Exceptions	After application of RI, this provision may be applied if the campus or district would be <i>Unacceptable</i> solely due to not meeting the <i>Acceptable</i> criteria on up to 3 assessment measures. Applies to 26 measures – 25 TAKS (5 subjects x 5 groups) plus the SDAA II measure.		n/a	
Use	As a gate up to <i>Acceptable</i>			
Floor	No more than 5 percentage points below <i>Acceptable</i> std.			
Number of Exceptions Allowed (variable)	# of Assessment Measures Evaluated (at campus or district)	Maximum Exceptions Allowed		
	1 – 5	0		
	6 – 10	1		
	11 – 15	2		
	16 – 26	3		

